

TEACHER EDUCATION HANDBOOK

LYON COLLEGE TEACHER EDUCATION

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Lyon College Teacher Education

Dear Future Teacher:

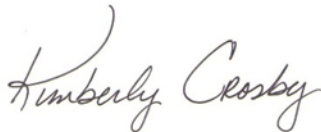
Welcome to Teacher Education at Lyon College! I hope you will find it an exciting place to be. Lyon College has reshaped the traditional way of preparing teachers. Our program, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE), requires teacher education students to complete a major in one selected from most of the liberal arts disciplines while also pursuing their education studies. The mission of the Lyon College teacher preparation program, developed with colleagues from our partnership school districts is: "The Education of the Whole Person BUILT on the foundation of Liberal Arts."

As you progress through the program, you will develop competence by gaining expertise in a content area and then build on that by learning about education theory and its application. You will work with faculty, mentor teachers, children, and your fellow students to learn how to teach.

This handbook was designed to provide you with information you will need regarding our policies, procedures, and requirements. Please keep this handbook as a reference throughout the program. If you have questions, please contact your education advisor or the Director of Teacher Education.

The faculty and staff are pleased you are here, and we want your experience to be a positive one. We look forward to helping you become a teacher who goes out and makes a difference!

Sincerely,

A handwritten signature in cursive script that reads "Kimberly Crosby".

Kimberly Crosby, Ed.D.

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Liberal Arts Teacher Education Committee

The Teacher Education Program at Lyon College values its strong relationship with surrounding school districts. These strong relationships give us significant input from school-based practitioners into the work of the Liberal Arts Teacher Education Committee. This committee serves as a policy-making and advisory group for the Lyon College Teacher Education Program.

Partner School Districts

Lyon College places candidates with qualified mentor teachers in three partner school districts: *Batesville, Southside and Cave City*. Lyon will consider placing candidates in other districts if an experienced teacher is available to collaborate and an agreement can be reached with the district.

The student internship experience is the culminating activity for teacher education candidates. The application in the classroom of methodology and learning theory is for many the highlight of their college years of coursework. ***The time spent with mentor teachers is invaluable*** in providing models that will be the basis for developing individual philosophies and personal conceptions of what education for all children ought to be.

LYON COLLEGE

CONCEPTUAL FRAMEWORK *for* TEACHER EDUCATION

*The Education of the Whole Person BUILT
on the Foundation of Liberal Arts*

BE wise consumers of
education research

UNDERSTAND and address inequities in
the classroom as they relate to race,
gender, and social class

INSTRUCT using technology skills

LEAD in the continuous improvement
of schools

TEACH effectively at the appropriate instructional
level

THE LIBERAL ARTS FOUNDATION

*Lyon College teacher education candidates should be
liberally educated and take liberal arts knowledge, skills
and dispositions into the classroom.*

LYON COLLEGE TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

Our Mission

*"The Education of the Whole Person **BUILT** on the Foundation of Liberal Arts"*

Our Vision

We believe that each child, regardless of gender, race, creed, family background or socioeconomic status, has a right to be taught by a qualified teacher, a teacher who can help each child become all he or she can become. Our intent is to create a program for teachers that will bring that vision into practice.

Grounding the Vision

Our vision is grounded in the principles that follow:

1. Qualified Teachers Need a Liberal Education.

Sharing the NCATE vision of qualified teachers, Lyon College insures that its graduates, who become licensed teachers, have completed a liberal education by requiring them to major in a liberal arts discipline while completing a liberal general education program. We believe that liberally educated people are, as the college mission states, "thoughtful, inquisitive, critical and creative" men and women with ingrained "habits of reasoned thought," and virtues of "honesty, fairness, and respect" for others. Lyon wants candidates with these dispositions to become teachers and future leaders in our schools.

2. Qualified Teachers Need Pedagogical Skill.

Evidence shows that subject matter knowledge is not enough for effective teaching. Teachers must also understand and be able to apply the growing knowledge base of pedagogy. Accordingly, the heart of our teacher education program is a series of observation, participation, and internship experiences that will prepare better practitioners.

3. Qualified Teachers Need to Model and Encourage Critical Thinking.

Learning to think critically enables children to become responsible citizens able to respect differing points of view and to appreciate the contributions of diverse peoples. Liberally educated teachers provide children with an academic foundation that cultivates their critical thinking skills.

Conceptual Framework Expanded

INTRODUCTION

To facilitate excellence in teaching, the Lyon College Teacher Education program seeks to provide an environment conducive to the preparation of competent, qualified teachers for today's schools. The model is "**the education of the whole person**" based on the foundation of the liberal arts. The Education program supports the mission of the College in its endeavors to develop creative and thoughtful leaders.

Lyon College graduates of teacher education concentrations and the Early Childhood Major will achieve the following outcomes:

1. ***Be wise consumers of educational research by***
 - a. Applying current research to improve teaching and learning
 - b. Using research to make data-based decisions
 - c. Designing, conducting and communicating the results of their own studies
2. ***Understand and address inequities in the classroom, as they relate to race, gender, and social class by***
 - a. Teaching in culturally relevant ways that affirm every students capacity to learn
 - b. Creating classroom learning environments that provide all students opportunities to learn
 - c. Using a variety of approaches to assessment of learning
3. ***Instruct using technology skills by***
 - a. Identifying, using and assessing instructional technology
 - b. Developing in students the ability to use instructional technology
4. ***Lead in the continuous improvement of schools by***
 - a. Communicating well with students, parents, and community members
 - b. Working sensitively with diverse students, parents, and community members
 - c. Collaborating effectively with peers and administrators in cooperative teaching/learning teams
5. ***Teach effectively at the appropriate instructional level by***
 - a. Identifying students' developmental levels
 - b. Applying a knowledge of child and adolescent growth and development at the appropriate instructional level
 - c. Using a variety of teaching/learning strategies at the appropriate developmental level
6. ***Be liberally educated and take liberal arts knowledge, skills and dispositions into the classroom by***
 - a. Demonstrating proficiency in reading, writing, speaking
 - b. Having a general knowledge of several liberal arts disciplines and by being able to integrate their content into lessons they teach
 - c. Demonstrating intellectual ability in a liberal arts major
 - d. Fostering critical and creative thinking in their students
 - e. Demonstrating ethical professional behavior
 - f. Demonstrating enthusiasm for teaching and learning
 - g. Fostering a love of lifelong learning

Acceptance into Student Internship Lyon College Teacher Education Program

Admission Requirements

Requirements for admission to the Liberal Arts Teacher Education Concentration (LATEC)

There are three transition points in the teacher education program at Lyon College.

Pre Admission Requirements – Transition One – Enrolling for Practicum I and II
<p>Requirements: Documentation of a 2.75 GPA from Lyon or a Transfer Institution</p> <p>Recommendations: Formal declaration of education as a major or added concentration Completion of EDU 202 Overview of Teaching (or comparable transfer course) with a C or better grade</p>

Admission to Internship – Transition Two – LATEC Interview	
The following materials are to be assembled and turned in electronically prior to the admission to internship interview and will be stored by Lyon with the Senior e-portfolio submission.	
Intern Information Form	
Philosophy of Education Statement from EDU 202 or from transfer students a typed statement explaining why you want to be a teacher	
Passing scores on all parts of Praxis Core Academic Skills exam or qualifying ACT/SAT scores <i>NOTE: Students earning a composite score of 24 with sub-scores of 22 or higher in reading, math, or writing on the ACT (or equivalent scores on the SAT) may submit those scores in lieu of passing scores on the reading and math portions of the Praxis Core Academic Skills exam. Students who submit ACT or SAT scores in one or two areas of the three areas must still earn passing scores on the Praxis Core Academic Skills exam for any remaining area(s).</i>	
Video sample of student instructing children of appropriate age and in an appropriate field of study	
Three candidate recommendation forms – will be submitted on Survey Monkey by references	
Two graded lesson plans and observation evaluations from Practicum I and II	
Lyon Transcript documenting <u>at least</u> a 2.75 cumulative GPA **Transcript should also document at least a “C” grade in English Composition, College Algebra or higher math course, and in Overview of Teaching	<i>Note: Admission to Internship and completing the program will require a 2.75 LYON GPA (transferred credits will not be included in the GPA calculation). Students not obtaining 2.75 Lyon GPA may request an interview for admission to internship upon obtaining a 2.75 LYON GPA.</i>

Students who meet these criteria and who are approved by LATEC through an interview process will be admitted to the Senior Year Internship Program.

Exit from Program - Transition Three – Internship Materials
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The Elementary Education Major (K-6)

The Elementary Education major at Lyon is designed to prepare students to be effective, committed, caring teachers at the elementary (K-6) level. Through a course of study grounded in the liberal arts, the major fosters intellectual skills, humane instincts, and an understanding of both the material to be taught and the developmental processes of children. Students wishing to major in Elementary Education must be formally admitted by the Liberal Arts Teacher Education Committee.

Requirements for a Major in Elementary Education

Education major requirements:

PSY 101*	Introduction to Psychology	3
EDU 202	Overview of Teaching	3
EDU 2XX	Teaching in the Elementary School	3
EDU 2XX	Social Studies for Elem.	3
EDU 3XX	Teaching Reading	3
EDU 3XX	Literacy across the Disciplines	3
EDU 325	Practicum I	1
EDU 326	Practicum II	1
EDU 324	Children's Literature	3
EDU 335	Educating Diverse & Exceptional Learners	2
PSY 310	Child & Adolescent Development	3
PSY 339	Learning & Cognition	3
EDU 3XX	Teaching STEM in Elem. I: Math, Engineering, Technology	2
EDU 3XX	Teaching STEM in Elem. II: Life & Physical Sciences	2
EDU 461	Integrating the Liberal Arts in Elem. I: Soc. Stud./Lang. Arts	2
EDU 463	Integrating the Lib. Arts in Elem. II: Arts/Health/P.E.	2
EDU 495	Student Internship	<u>12</u>
		51

Content requirements:

MTH 105*	Math for Liberal Arts	3
BIO 100*	Biology in Context	4
SCI 1XX*	Science for the Liberal Arts	4
ANT 101	Introduction to Cultural Anthropology	3
HIS 366	Arkansas in the United States	<u>3</u>
		17

Additional content requirements satisfied by the Common Core:

ENG 105	World Literature
POL 105	The American Experience
HIS 201	Western Civilization I
HIS 202	Western Civilization II

**Course may also satisfy a distribution requirement in the core curriculum – 3 credit hours in Social Sciences, 3 credit hours in Mathematics, 4 credit hours in Lab Science*

ELEMENTARY EDUCATION PROGRAM OF STUDY

Proficiency (P) Common Core (C) Distribution (D) Major (M)	Courses	Hrs	Field Experience	Faculty
	FRESHMAN YEAR FALL SEMESTER 15 hours			
P	ENG 101 English Composition I	3		Disciplinary
P	MTH 101 College Algebra	3		Disciplinary
P	Foreign Language I	3		Disciplinary
C, M	POL 105 The American Experience	3		Disciplinary
C	COR 100 Year One	1		
Elective/PE		2		
	FRESHMAN YEAR SPRING SEMESTER 15 hours			
P	ENG 102 English Composition II	3		Disciplinary
P	Foreign Language II	3		Disciplinary
D, M	PSY 101 Introduction to Psychology	3		Disciplinary
C, M	ENG 105 World Literature	3		Disciplinary
D	MTH 105 Math for Liberal Arts	3		Disciplinary
	SOPHOMORE YEAR FALL SEMESTER 15-16 hours			
M	EDU 202 Overview of Teaching	3	20 hrs. of observation	Education
D, M	BIO 100 Biology in Context	4		Disciplinary
D, M	ANT 101 Introduction to Cultural Anthropology	3		Disciplinary
C, M	HIS 201 Western Civilization I	3		Disciplinary
Elective		2-3		
	SOPHOMORE YEAR SPRING SEMESTER 15-16 hours			
M	EDU 205 Teaching in the Elementary School	3		Education
M	EDU 220 Social Studies for the Elementary School	3		Education
D, M	SCI 105 Science for the Liberal Arts	4		Disciplinary
C, M	HIS 202 Western Civilization II	3		Disciplinary
Elective		2-3		
	JUNIOR YEAR FALL SEMESTER 15 hours			
M	PSY 310 Child & Adolescent Development	3		Disciplinary/ Education
M	EDU 325 Practicum I	1	30 hrs. of observation/p articpation	Education

M	EDU 320 Teaching Reading	3	10 hrs. of reading practicum	Education
M	EDU 324 Children's Literature	3		Education
M	EDU 335 Educating Diverse & Exceptional Learners	2		Education
M	EDU 340 Teaching STEM in Elementary I – Math & Technology	2	Concurrent with practicum	Education
Elective		1		
	JUNIOR YEAR SPRING SEMESTER 15 hours			
M	PSY 339 Learning & Cognition	3		Disciplinary/ Education
M	EDU 326 Practicum II	1	30 hrs. of observation/p articipation	Education
M	EDU 330 Literacy in the Disciplines	3		Education
M	EDU 345 Teaching STEM in Elementary II – Science, Engineering & Technology	2	Concurrent with practicum	Education
M	EDU 461 Integrating the Liberal Arts I – ELA & Social Studies	2	Concurrent with practicum	Education
Elective		4		
	SENIOR YEAR FALL SEMESTER 15 hours			
M	EDU 495 Senior Internship I*	6	240 hrs. minimum	Education/ Mentor
M	EDU 463 Integrating the Liberal Arts II – Arts/Health/PE	2	Concurrent with internship	Education
Elective		9		
	SENIOR YEAR SPRING SEMESTER 13 hours			
M	EDU 495 Senior Internship II*	6	240 hrs. minimum	Education/ Mentor
M	HIS 366 Arkansas in the U.S.	3		Disciplinary
Elective		6		

* With the permission of the faculty advisor(s), students who have completed all other coursework may request a one-semester full-day internship placement worth 12 credit hours in lieu of the two-semester half-day internship.

Lyon College Advising Sheet ELEMENTARY EDUCATION MAJOR

The Elementary Education major at Lyon is designed to prepare students to be effective, committed, caring teachers at the elementary (K-6) level. Through a course of study grounded in the liberal arts, the major fosters intellectual skills, humane instincts, and an understanding of both the material to be taught and the developmental processes of children.

Requirements for a Major in Elementary Education

Education major requirements:

___ PSY 101*	Introduction to Psychology	3
___ PSY 310	Child & Adolescent Development	3
___ PSY 339	Learning & Cognition	3
___ EDU 202	Overview of Teaching	3
___ EDU 205	Teaching in the Elementary School	3
___ EDU 220	Social Studies for Elementary	3
___ EDU 320	Teaching Reading	3
___ EDU 324	Children's Literature	3
___ EDU 325	Practicum I	1
___ EDU 326	Practicum II	1
___ EDU 330	Literacy across the Disciplines	3
___ EDU 335	Educating Diverse & Exceptional Learners	2
___ EDU 340	Teaching STEM in Elem. I: Math, Engineering, Technology	2
___ EDU 345	Teaching STEM in Elem. II: Life & Physical Sciences	2
___ EDU 461	Integrating the Liberal Arts in Elem. I: Soc. Stud./Lang. Arts	2
___ EDU 463	Integrating the Lib. Arts in Elem. II: Arts/Health/P.E.	2
___ EDU 495	Student Internship ⁺	12
TOTAL =		51

Content requirements:

___ MTH 105*	Math for Liberal Arts	3
___ BIO 100*	Biology in Context	4
___ SCI 1XX*	Science for the Liberal Arts	4
___ ANT 101*	Introduction to Cultural Anthropology	3
___ HIS 366	Arkansas in the United States	3
TOTAL =		17

Content requirements satisfied by the Common Core:

___ ENG 105	World Literature	3
___ POL 105	The American Experience	3
___ HIS 201	Western Civilization I	3
___ HIS 202	Western Civilization II	3
TOTAL =		12

**Course may also satisfy a distribution requirement in the core curriculum – 3 credit hours in Social Sciences, 3 credit hours in Mathematics, 4 credit hours in Lab Science*

⁺Students will meet one hour a week on the Lyon campus to review intern experiences and discuss relevant topics. **In order to receive a final grade on the internship, candidates must submit passing scores on Praxis II content knowledge exam(s) and must submit passing scores on the pedagogy exam in order to be recommended for licensure by the Arkansas Department of Education.**

The Education Concentrations

The **Secondary Education Concentration** prepares students in qualifying majors who wish to teach at the secondary school level. The curriculum offered adds professional training and classroom experience to a solid education in the liberal arts. The program currently prepares students to gain teaching licensure in the following subject areas – **English, Math, and Social Studies**.

Requirements for a Concentration in Secondary Education

PSY 101	Introduction to Psychology	3 credits
EDU 202	Overview of Teaching	3 credits
PSY 339	Learning & Cognition	3 credits
EDU 325	Practicum I	1 credit
EDU 326	Practicum II	1 credit
EDU 335	Educating Diverse and Exceptional Learners	2 credits
PSY 310	Child and Adolescent Development	3 credits
EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
EDU 495	Student Internship*	12 credits*

TOTAL = 31 credits

* With the permission of the faculty advisor(s), students who have completed all other coursework may request a one-semester full-day internship placement worth 12 credit hours in lieu of the two-semester half-day internship.

The **K-12 Music Education Concentration** prepares students majoring in music who wish to teach vocal music at the K-12 level. Candidates in this program must complete all of the required courses for the core and the major, the courses in the secondary concentration, and one additional three-credit course: EDU 205 Teaching in the Elementary School.

The Teacher Education Advising Sheets on the following pages outline the requirements for each of the education concentrations.

SAMPLE COURSE ROTATION

Year	Fall Semester	Spring Semester
Freshman	PSY 101	EDU 202
Sophomore	EDU 202—if not taken during freshman year Major courses	Major courses EDU 205*
Junior	EDU 325 PSY 310 EDU 335	EDU 326 PSY 339 EDU 404
Senior	EDU 495 *Content-specific methods	EDU 495

*Required for candidates pursuing K-12 licensure only

ENGLISH MAJOR with Secondary Education Concentration

The Secondary Education Concentration

Students pursuing a secondary teaching license must complete the major requirements in an approved teaching field, the secondary concentration requirements, and teaching field requirements.

Requirements for the Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship (6 credits in fall, 6 credits in spring)	12 credits

TOTAL = 31 credits

In order to receive a final grade on the internship, candidates must submit passing scores on Praxis II content knowledge exam(s) and must submit passing scores on the pedagogy exam in order to be recommended for licensure by the Arkansas Department of Education.

Requirements for the English Major

___ ENG 105*	Introduction to World Literature	3 credits
___ ENG 290	Survey of British Literature I	3 credits
___ ENG 291	Survey of British Literature II	3 credits
___ ENG 330	American Literature I	3 credits
___ ENG 331	American Literature II	3 credits
___ ENG 363	Advanced Composition	3 credits

___	Electives in English+ (See notes below)	
___	_____	3 credits
___	_____	3 credits
___	_____	3 credits
___	_____	3 credits
___	_____	3 credits

TOTAL = 33 credits

* This course may also be used to satisfy Core requirements.

+ At least 9 credits must be above the 200 level. Three credits must be at the 400 level. Six credits may be taken in foreign language above the 100-level.

Teaching Field Requirements for English Majors:

Required by the state for licensure: ___ ENG 320 Methods of Teaching English (2 credits)

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Language/Linguistics, Composition/Rhetoric, and Literature and Understanding Texts. (It is recommended that English majors complete Advanced Grammar to properly prepare for this exam.)

HISTORY MAJOR with Secondary Education Concentration

The Secondary Education Concentration

Students pursuing a secondary teaching license must complete the major requirements in an approved teaching field, the secondary concentration requirements, and teaching field requirements.

Requirements for the Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship (6 credits in fall, 6 credits in spring)	12 credits

TOTAL = 31 credits

In order to receive a final grade on the internship, candidates must submit passing scores on Praxis II content knowledge exam(s) and must submit passing scores on the pedagogy exam in order to be recommended for licensure by the Arkansas Department of Education.

Requirements for the History Major

___ HIS 101	The United States I	3 credits
___ HIS 102	The United States II	3 credits
___ HIS 201	Western Civilization I*	3 credits
___ HIS 202	Western Civilization II*	3 credits
___ HIS 280	Historiography and the Historical Method	3 credits
___	One U.S. history course (300 level or above)	3 credits
___	Four Non-U.S. history courses (300 level or above)	3 credits
___	_____	3 credits
___	_____	3 credits
___	_____	3 credits
___	_____	3 credits
___	Two additional history courses (300 level or above)	3 credits
___	_____	3 credits
___	_____	3 credits
___ HIS 480	Senior Seminar	3 credits

TOTAL = 39 credits

Additional Teaching Field Requirements for SOCIAL STUDIES:

___	EDU 3XX Social Studies Topics for Secondary	3 credits
___	HIS 320 Methods of Teach Soc. Stud.	2 credits
___	HIS 366 Arkansas in the United States	3 credits (or by transfer)

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam:

___	POL/GOV courses*	___	Economics*
___	Geography	___	Behavioral Sciences (ANTHRO, PSY, SOC)*

*It is possible to meet some of these with core requirements.

MATH MAJOR with Secondary Education Concentration

The Secondary Education Concentration

Students pursuing a secondary teaching license must complete the major requirements in an approved teaching field, the secondary concentration requirements, and teaching field requirements.

Requirements for the Concentration in Secondary Education

___ PSY 101	Introduction to Psychology	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship (6 credits in fall, 6 credits in spring)	12 credits

TOTAL = 31 credits

In order to receive a final grade on the internship, candidates must submit passing scores on Praxis II content knowledge exam(s) and must submit passing scores on the pedagogy exam in order to be recommended for licensure by the Arkansas Department of Education.

Requirements for the Math Major

___ MTH 210	Calculus I*	4 credits
___ MTH 220	Calculus II	4 credits
___ MTH 230	Calculus III	4 credits
___ MTH 290	Foundations of Modern Mathematics	3 credits
___ MTH 300	Differential Equations	3 credits
___ MTH 330	Linear Algebra	3 credits
___ MTH 420	Abstract Algebra I	3 credits
___ MTH 440	Advanced Calculus I	3 credits
___ CSC 140	Introduction to Programming	3 credits
	OR CSC 115 Intro to Programming in Java	

Three Electives in Math (300/400 level)

___	_____	3 credits
	_____	3 credits
	_____	3 credits

TOTAL = 39 credits

Teaching Field Requirements for Math Majors:

Required by the state for licensure: ___ MTH 400 Secondary Methods in Mathematics (3 credits)

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in: Algebra, Measurement, Geometry, Trigonometry, Functions, Calculus, Data Analysis/Statistics, Probability; Matrix Algebra, and Discrete Mathematics

MUSIC MAJOR with K-12 Education Concentration

Students pursuing a K-12 teaching license must complete the major requirements in an approved teaching field, the K-12 concentration requirements, and teaching field requirements.

Requirements for the Concentration in K-12 Education

___ PSY 101	Introduction to Psychology	3 credits
___ PSY 310	Child and Adolescent Development	3 credits
___ PSY 339	Learning & Cognition	3 credits
___ EDU 202	Overview of Teaching	3 credits
___ EDU 205	Teaching in the Elementary School	3 credits
___ EDU 325	Practicum I	1 credit
___ EDU 326	Practicum II	1 credit
___ EDU 335	Educating Diverse and Exceptional Learners	2 credits
___ EDU 404	Methods of Integrating Liberal Arts in the Secondary School	3 credits
___ EDU 495	Student Internship (6 credits in fall, 6 credits in spring)	12 credits

TOTAL = 34 credits

In order to receive a final grade on the internship, candidates must submit passing scores on Praxis II content knowledge exam(s) and must submit passing scores on the pedagogy exam in order to be recommended for licensure by the Arkansas Department of Education.

Requirements for the Music Major

___ MUS 105	The Language of Music*	3 credits
___ MUS 110	Music Theory	3 credits
___ MUS 111	Musicianship I	3 credits
___ MUS 112	Musicianship II	3 credits
___ MUS 205	Advanced Music Theory	3 credits
___ MUS 311	Medieval & Renaissance Music	3 credits
___ MUS 320	Baroque and Classical Music	3 credits
___ MUS 325	Nineteenth- and Twentieth-Century Music	3 credits
___ Individual Lessons		6 credits
___ Ensemble	MUS 130, 135, 140, 145, or 163 (3 semesters)	3 credits
___	Electives in Music (200 level or above)	3 credits
___		3 credits
___		3 credits
___ MUS 499	Senior Recital	1 credit

TOTAL = 37 credits

* This course may also be used to satisfy Core requirements.

___ Piano Proficiency

Teaching Field Requirements for Music Majors:

Complete requirements for the music major (37 credits) to include MUS 140 (at least four semesters), 420, 431, MUS 151P-452 (4 credits in piano taken as electives), MUS 151V-452 (6 credit hours), as well as MUS 425 Methods and Materials in Teaching Music (3 credits)

Candidates will be individually advised concerning their need for additional areas of coursework tested on the Praxis II exam in Music History/Literature, Theory/Composition, Performance, and Pedagogy/Professional Issues/Technology

Digital Internship Portfolio

Candidates maintain a digital portfolio throughout their preparation program at Lyon, beginning prior to formal admission into the teaching internship by the LATEC committee. A completed portfolio will be submitted for review and final grading at the conclusion of the teaching internship. All digital portfolios will be archived by Lyon in an electronic format and must be submitted on a clearly labeled, non-returnable storage device. Artifacts must be stored on the device in an organized format, and all artifacts must be accessible and function properly. The portfolio will consist of two parts:

Part I: Capstone Reflections

Each candidate will create a digital project focusing on his or her educational philosophy and understanding of the teacher's role and responsibilities in regard to the teaching and learning process. Candidates will also include written reflections regarding their learning and experiences associated with coursework, field experiences, and designated assignments. The designated assignments target candidate knowledge and skills as they relate to the four domains in Danielson's Framework for Teaching (TESS).

Assignment	Artifact(s)	Domain Focus
Digital Reflection on Personal Learning and Growth	Digital Reflection Project	ALL
Written Reflection on Planning & Preparation	Integrated Thematic Unit In-Depth Student Study	Domain 1
Written Reflection on Classroom Environment	Classroom Management Plan	Domain 2
Written Reflection on Instruction	Video Teaching Analysis and Reflection In-Depth Student Study	Domain 3
Written Reflection on Professional Roles & Responsibilities	Self-Evaluation of teaching using TESS Domains & Growth Plan	Domain 4

Part II: Candidate Artifacts

Candidates will submit a collection of required artifacts gathered over the course of the preparation program and representing a body of evidence supporting their readiness to enter the teaching profession as fully licensed teachers.

Internship Artifacts	Semester to be completed
Internship Application Materials: <ul style="list-style-type: none"> • Application form • Official Lyon transcript (minimum cumulative GPA of 2.75) • Praxis Core Academic Skills qualifying scores (or appropriate substitute ACT or SAT scores) • 3 recommendations (must include major advisor) • Written professional goals statement or philosophy of education statement • 10-minute video of teaching (with appropriate age level) 	Semester prior to internship
Internship Documentation <ul style="list-style-type: none"> • Student Intern Information Form • Placement letter • Internship contract 	Fall
Student Intern Schedule	Fall and Spring

Intern Record of Time at School	Fall and Spring
Intern Weekly Report Forms – The student intern and mentor teacher will have regular conferences to determine and document progress, including a list of weekly intern teaching responsibilities.	Fall and Spring
Graded Class Profiles for each class you teach	Fall and Spring
Graded Lesson Plans and observation forms from supervisor's visits – You are to complete a minimum of three (3) lesson plans per semester in which you will receive a written evaluation of your performance.	Fall and Spring for a minimum of 6 graded plans
*Video Teaching Analysis and Reflection assignment with lesson plan and grade	Fall
*Graded Copy of In-Depth Student Study – You will prepare one (1) in-depth student study in the fall semester according to guidelines you will receive in your seminar. This study will enable you to acquire a deeper understanding of the student studied and will serve as a model for future professional knowledge of your students.	Fall
Résumé and Cover Letter	Spring
Graded Classroom Technology Integration Plan	Spring
*Digital Reflection Project	Spring
*Professional Growth Plan	Spring
Graded Observation Report from observing in a diverse setting	Fall or Spring
Evidence of participating in Personal/Professional Growth Experience(s) related to the teaching profession – Examples diverse field trip, attending a professional conference, etc.	Fall or Spring
Praxis Pedagogy and Content Knowledge scores. Passing scores are necessary for recommendation for licensure by the Arkansas State Department of Education.	Fall or Spring

Additional Artifacts	Source
*Classroom Management Plan	EDU 205 Teaching in Elem EDU 404 Integrating the Liberal Arts in Secondary
*Integrated Thematic Unit	EDU 330 Literacy in the Disciplines EDU 404 Integrating the Liberal Arts in Secondary
Child Observation Project	EDU 310 Child and Adolescent Development
Graded Statement of Belief Regarding Diverse and Exceptional Learners	EDU 335 Educating Diverse and Exceptional Learners
Review and Reflection Paper	EDU 339 Learning and Cognition
Four graded lesson plans/observation evaluations Critical Analysis of Practicum – Domains 1-4 (Fall) Critical Analysis of Practicum – School Environment Focus (Spring)	EDU 325 Practicum I EDU 326 Practicum II

***Artifact included in Part I of the portfolio**

In addition to the required artifacts, candidates may opt to include documentation of the following:

- Samples of student work – related to a unit of study or lessons included
- Photographs and video
- Student and Parent sentiments – notes, cards, or other positive feedback
- Documentation of awards, professional development, etc.

Digital Internship Portfolio Rubric
(Pilot, Fall 2017)

Part I. Capstone Reflection Project (200 pts.)

Criteria	Proficient	Developing	Growth Required	Points Earned
Depth of reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and teaching strategies presented in course work. Viewpoints and interpretations are insightful and well supported; Clear, detailed examples are provided, as applicable	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and strategies presented. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are provided but are irrelevant to the assignment	Response demonstrates a lack of reflection on, and personalization of, the theories, concepts, and strategies presented in course work. Viewpoints and interpretations are missing or inappropriate. Examples, when applicable, are not provided	
50 points possible	45-50 points	30-44 points	0-32 points	
Required components	Response includes all components and exceeds all requirements indicated in the assignment instructions; Required artifact(s) are included, and the reflection demonstrates a clear understanding of how these specifically support the candidate's preparedness to assume the roles and responsibilities of teaching.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Required artifacts are included, but the reflection fails to demonstrate clearly how they specifically support the candidate's preparedness to assume the roles and responsibilities of teaching.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. Artifacts are missing or do not support the candidate's reflection. It is unclear how they demonstrate an understanding of the teacher's roles and responsibilities	
50 points possible	45-50 points	30-44 points	0-32 points	
Alignment with TESS domain(s)	Candidate addresses all components of the domain that are aligned with the assignment. Reflection demonstrates a clear understanding of how the domain aligns to candidate's teaching and to student learning	Candidate addresses most of the components of the domain that are aligned with the assignment but some components are missing. Reflection demonstrates a basic understanding of how the domain aligns to candidate's teaching and to student learning	Candidate fails to address the domain components that are aligned with the assignment. Reflection fails to demonstrate an understanding of domain alignment to teaching and learning.	
50 points possible	45-50 points	30-44 points	0-32 points	

Implications for future practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the program. The implications of the insights for the respondent's overall teaching practice are thoroughly detailed, as applicable	Response shows little evidence of synthesis of ideas presented and insights gained throughout the program. Few implications of these insights for their overall teaching practice are presented, as applicable	Response shows no evidence of synthesis of ideas presented and insights gained throughout the program. No implications for the respondent's overall teaching practice are presented, as applicable	
50 points possible	45-50 points	30-44 points	0-32 points	
Part I. Capstone Reflection Project TOTAL POINTS				

Part II. Internship Artifacts (350 pts.)

Artifact Checklist	Pts. Possible	SCORE
Internship Application Materials: <ul style="list-style-type: none"> <input type="checkbox"/> Application form <input type="checkbox"/> Official Lyon transcript (minimum cumulative GPA of 2.75) <input type="checkbox"/> Praxis Core Academic Skills qualifying scores (or appropriate substitute ACT or SAT scores) <input type="checkbox"/> 3 recommendations (must include major advisor) <input type="checkbox"/> Written professional goals statement or philosophy of education statement <input type="checkbox"/> 10-minute video of teaching (with appropriate age level) 	30	
Internship Documentation <ul style="list-style-type: none"> <input type="checkbox"/> Student Intern Information Form <input type="checkbox"/> Placement letter <input type="checkbox"/> Internship contract <input type="checkbox"/> Student Intern Schedule <input type="checkbox"/> Intern Record of Time at School 	20	
<input type="checkbox"/> Intern Weekly Report Forms – The student intern and mentor teacher will have regular conferences to determine and document progress, including a list of weekly intern teaching responsibilities.	30	
<input type="checkbox"/> Graded Class Profiles for each class you teach	10	
<input type="checkbox"/> Graded Lesson Plans and observation forms from supervisor's visits – You are to complete a minimum of three (3) lesson plans per semester in which you will receive a written evaluation of your performance.	60	
<input type="checkbox"/> *Video Teaching Analysis and Reflection assignment with lesson plan and grade	10	
<input type="checkbox"/> *Graded Copy of In-Depth Student Study – You will prepare one (1) in-depth student study in the fall semester according to guidelines you will receive in your seminar. This study will enable you to acquire a deeper understanding of the student studied and will serve as a model for future professional knowledge of your students.	10	
<input type="checkbox"/> Résumé and Cover Letter	10	
<input type="checkbox"/> Graded Classroom Technology Integration Plan	10	

<input type="checkbox"/> *Digital Reflection Project	10	
<input type="checkbox"/> *Professional Growth Plan	10	
<input type="checkbox"/> Graded Observation Report from observing in a diverse setting	10	
<input type="checkbox"/> Evidence of participating in Personal/Professional Growth Experience(s) related to the teaching profession – Examples diverse field trip, attending a professional conference, etc.	10	
<input type="checkbox"/> Praxis Pedagogy and Content Knowledge scores. Passing scores are necessary for recommendation for licensure by the Arkansas State Department of Education.	10	
<input type="checkbox"/> *Classroom Management Plan	10	
<input type="checkbox"/> *Integrated Thematic Unit	10	
<input type="checkbox"/> Child Observation Project	10	
<input type="checkbox"/> Graded Statement of Belief Regarding Diverse and Exceptional Learners	10	
<input type="checkbox"/> Review and Reflection Paper	10	
<input type="checkbox"/> Four graded lesson plans/observation evaluations <input type="checkbox"/> Critical Analysis of Practicum – Domains 1-4 (Fall) <input type="checkbox"/> Critical Analysis of Practicum – School Environment Focus (Spring)	60	
Part 2. Internship Artifacts TOTAL POINTS		

Additional Feedback:

PORTFOLIO SCORE: _____
(550 points possible)

Teacher Education Checklist and Timeline

To Do List	Timeline
Freshman Year	<ul style="list-style-type: none"> If possible enroll in EDU 202 and meet with Education Advisor
Sophomore Year	<ul style="list-style-type: none"> Enroll in EDU 202 and meet with Education Advisor Begin Course rotations for Education courses Consider membership in Kappa Delta Pi if invited to join Start electronic portfolio if not already started
Junior Year	<ul style="list-style-type: none"> Continue Course Rotations Submit qualifying scores on the Praxis Core Academic Skills exams or qualifying substitution scores on ACT/SAT for admission to Internship Complete background check requirements Gather materials for Teacher Education Interview Teacher Education Interview in Spring Semester
For Your Senior Year	
Sign Internship Contract	Before leaving spring semester of Junior Year
Complete class and partner school schedule	One in Fall One in Spring
Complete Intent to Graduate Form	Registration time
Complete Weekly Conference Forms Each Week	Fall and Spring Semesters
Record Teaching Hours and time spent at schools on a weekly basis	Fall and Spring Semesters
Register and Take Praxis II Exams before February	January or sooner
Have those scores sent to State Department and Lyon College	
Obtain Application for Arkansas Teacher License from Director of Teacher Education	Last weeks of School
Request Copy of Official Transcript with Degree Posted on it to submit to Arkansas Department of Education for licensure	
Complete Exit Interview	Week of Final Exams

Acceptance into Student Internship Lyon College Teacher Education Program

Admission to Internship – Transition Two – LATEC Interview	
The following materials are to be assembled and turned in electronically (on a non-returnable jump drive) to the Unit Secretary by the deadline given.	
Items Needed	
	Student Intern Information Form (Attached)
	Philosophy of Education Statement from EDU 202 or from transfer students a typed statement explaining why you want to be a teacher
	Electronic Copy of Praxis Core Academic Skills scores or qualifying substitution scores <i>NOTE: Students earning a composite score of 24 with sub-scores of 22 or higher in reading, math, or writing on the ACT (or equivalent scores on the SAT) may submit those scores in lieu of passing scores on the reading and math portions of the Praxis Core Academic Skills exam. Students who submit ACT or SAT scores in one or two areas of the three areas must still earn passing scores on the Praxis Core Academic Skills exam for any remaining area(s).</i>
	Video sample of student instructing children of appropriate age and in an appropriate field of study
	Three candidate recommendation forms
	Two graded lesson plans and observation evaluations from Practicum I and II
<p>Lyon Transcript documenting <u>at least</u> a 2.75 cumulative GPA</p> <p>**Transcript should also document at least a “C” grade in English Composition, College Algebra or higher math course, and in Overview of Teaching</p> <p><i>Note: Admission to Internship and completing the program will require a 2.75 LYON GPA in which transferred credits will not be included in the GPA calculation. Students not obtaining 2.75 Lyon GPA may request an interview for admission to internship upon obtaining a 2.75 LYON GPA.</i></p>	

Sample LATEC Student Internship Interview Questions –

- What grades do you hope to teach? What past experience do you have working with that age group?
- What is it about this age group that makes you want to teach them? Why this age/grade?
- Why do you want to teach?
- When did you decide to teach?
- Describe the best teacher you ever had.
- In your opinion, what is the most important characteristic of a teacher and why?
- Where would you like to be professionally in 5 years?
- What is the biggest problem that educators face today?
- Talk about a school situation you would change.
- How can a teacher overcome the poor environment from which many students come?
- Why is it important for a teacher to belong to professional organizations and subscribe to professional publications?
- What do you think is a good way to motivate students to learn?
- What are some ways to establish rapport with fellow faculty members, some of whom may be twice or three times your age, or some may be younger than you?
- What characteristics do you possess which you feel will make you an effective teacher?
- What do you see as three of your strengths?
- What are three areas that you need to improve in?
- What are some non-teaching duties a teacher must perform? How do you feel about these responsibilities?
- Do you have any reservations about teaching and what are they?
- What concerns you the most or makes you anxious about teaching?
- How do you handle conflict, disagreement, or unfair treatment?
- What is your plan if you find teaching unbearable?
- What connection do you see between your Lyon coursework and your future work with children?
- How will you prepare for next year's schedule as an intern time wise?

LATEC INTERNSHIP INTERVIEW EVALUATOR'S FORM

Student _____ **Date:** _____

Evaluator _____

Evaluator's Role: (please check one)

_____ LATEC Member

_____ P-12 Teacher

_____ Elem/Sec. Coordinator

_____ Lyon Intern

_____ Other (specify) _____

_____ Lyon Faculty/Staff

_____ School Admin.

Intern Characteristics	TARGET Exceeds expectations for a beginning intern	ACCEPTABLE OR NEEDS GROWTH AND PRACTICE Meets expectations for a beginning intern	UNSATISFACTORY Does not meet expectations for a beginning intern
Video: Interacts well with students			
Video: Communicates clearly with students			
Video: Has presence (is attentive, aware, confident)			
Interview: Well groomed, appropriately dressed			
Interview: Appropriate Eye Contact			
Interview: Appears self confident			
Interview: Speaks clearly and audibly			
Interview: Listens attentively to questions			
Interview: Uses proper English			
Interview: Able to clearly express thoughts in response to questions			
Interview: Expresses an ability to make the connection between college preparation and his/her future work in schools			
Interview: Expresses an understanding of self evaluation in the teaching process			
Interview: Expresses a sincere interest for young people and enthusiasm for the teaching profession			

Overall Evaluation of the Candidate:

_____ I recommend this candidate for the student internship.

_____ I do not recommend this candidate for the student internship.

_____ I recommend this candidate with the following contingencies.

Additional Comments:

The Student Internship

Goal

The goal of student internship is to provide the pre-service teacher with a realistic experience in planning, managing, and teaching in an early childhood or secondary classroom.

Objectives

At the end of the student internship, the student intern will be able to:

- Identify individual learning needs.
- Plan and teach lessons at the appropriate level.
- Guide and direct learning in a classroom by using a variety of techniques.
- Evaluate student learning and progress.
- Report student learning and progress to parents and administrators.
- Demonstrate professional work habits, ethics, and relationships.

Activities

In order to accomplish the above objectives, the student intern shall:

- Participate daily, Monday through Friday, in his/her placement.
- Assist the classroom teacher in organizing and preparing a classroom.
- Gradually assume responsibility for teaching the various subject areas.
- Assemble teaching units and write daily lesson plans.
- **Assume full classroom responsibilities for at least two weeks of the internship.**
- Participate in all activities expected of the classroom teacher each semester.
- Adhere to district policies for certified faculty including the ones **concerning the times to arrive at and depart from schools.**
- **Students completing the internship in two semesters (half-days) are required to put in a minimum of 17.5 clock hours a week in the placement classroom during a full week of school. Students completing the internship in one semester (full days) are required to put in a minimum of 35 clock hours a week in the placement classroom.**

Student Internship Observations

There are two different types of observation to be conducted during the internship experience: you will observe your mentor teacher and you will observe other teachers in a different education setting. The observations of other teachers will be arranged by you, your mentor, and your College Supervisor. When possible these will include traveling to model schools for a different perspective on education. You will need to write a reflection paper for each of the observations outside of your mentor teacher's classroom. More details about this will be given in your internship seminar.

At the beginning of the school year, you will spend a good deal of time observing your mentor teacher. Following the first week of observation of your mentor, you will simply record your time.

Suggested Procedure for the Student Internship Period

Student Interns will receive twelve (12) credit hours for the internship experience. Students completing the internship in two semesters will spend half days in the placement classroom while continuing to take courses at the college. Interns completing the internship in one semester will spend full days in the placement classroom.

Each intern and mentor teacher will work out **an individualized program** depending on the public school and college schedules. The individualized program must include daily classroom involvement Monday through Friday unless an alternate schedule is approved by the college supervisor and the partnering mentor teacher. A completed schedule is to be filled out at the beginning of the internship year. A copy of this schedule is given to the mentor teacher and to the college supervisor, and a copy is placed in the Digital Internship Portfolio.

Student interns will start the internship year with "**Starting the School Year**" which means that they will begin when public school classroom teachers do. They will remain in the classroom **full time** for the first weeks of the K-12 calendar, **keeping the same hours on campus as their mentor teacher**. After these initial weeks they will begin classes at Lyon College and will continue with their individualized internship programs according to the schedule they have worked out. If there is a day when Lyon classes are cancelled, but the public school is open, the student intern is expected to be at the school for the full day. Interns are expected to be ready to start their placement one full week before the first day of classes on the public school calendar.

Responsibilities for Student Internship

The student internship is a cooperative venture involving a number of people. Following the student intern's request for placement, a Teacher Education faculty member makes the initial contact with a partner school district administrator who has the responsibility for making student intern assignments. That administrator, in consultation with district principals and teachers, finalizes the field placements. The student intern signs a contract (see Appendix). Then information delineating roles and responsibilities for the student internship is distributed to all personnel participating in the student internship experience. At the end of the experience an honorarium is sent by the College to the teacher for each student intern.

The College Supervisor

Each student intern is supervised by a Teacher Education faculty member. The college supervisor makes a preliminary visit to get acquainted with school personnel and to see that the principal(s) and mentor teacher(s) understand procedures for the student internship period. At the time of the preliminary visit, the college supervisor may be able to set a time for the first full visit. The college supervisor will visit the student intern **at least** three times each semester. **In the secondary concentration, at least one visit during the internship will be made at the discretion of a faculty member from the intern's major area of study.** During each visit, the college supervisor will complete an Observation Form (see Appendix) which will give feedback regarding the intern's performance. One copy of the form will be filed in the student intern's Digital Internship Portfolio.

Throughout the semester, the college supervisor will confer regularly with the mentor teacher, student intern, and members of the internship team about the experiences and progress of the student intern. **The supervisor should be called immediately by either the mentor teacher or student intern when problems arise.** Talking the problem through may prevent future problems.

The Principal

The principal will work with the mentor teacher(s) to help provide a good experience for the student intern. The principal should make decisions regarding the student intern's participation in in-service, staff meetings, and parent-teacher conferences. **Interns are expected to participate in all activities required of the mentor teacher.** The principal may give the student intern helpful feedback by making a formal evaluation during the teaching of a lesson. Additional help may be given by discussing criteria used when hiring teachers or conducting a mock interview.

The Mentor Teacher

Student interns work collaboratively with the mentor teacher(s) to whom they are assigned. Usually, the mentor teacher has at least three years of experience in the District and some education beyond the

bachelor's degree. The mentor teacher has the dual role of being responsible for the instructional program for pupils while serving as mentor for the student intern. While the role of mentor is of utmost importance, the College recognizes that the first responsibility of the mentor teacher is to the pupils in his or her classroom. The College reserves the right to remove the student intern if the situation does not seem to be serving the best interests of the pupils in the classroom and/or the student intern.

Evaluation

The mentor teacher is responsible for evaluating the student intern. Evaluation should be a continuous process with feedback given to the student intern **on a regular basis through weekly conferences**. Mentor Teachers will also assist in grading the intern by completing disposition surveys electronically or on paper on a monthly basis coinciding with each visit by the College Supervisor. The survey results will be factored into the intern's grade for the internship and will be placed in the student intern's electronic portfolio. A "Final Report" that also factors into the intern's grade (see appendix) is to be sent to the College at the completion of the student internship. This final report is also completed via electronic survey.

The student internship credit at Lyon College is on a letter grade basis and final determination of the grade is made by the Education Concentration faculty with the above mentioned input from the partnering mentor teachers.

Student Internship Expenses

Student Internship Fee \$200.00
(payable \$100 per fall and spring semester)

Praxis Tests. varies*

*Changes in the Praxis exams occur periodically. Check with the Program Director or your College Supervisor before registering for your Praxis exams so you can be sure to register for the appropriate exams.

Registration and exam preparation information can be found at:

www.ets.org/praxis/ar

Lyon's Suggestions to Your Mentor Teachers

Determining just how to ease the student intern into actual teaching requires some planning and must be done on an individual basis, however some suggestions include the following:

1. The internship will consist of **12 credit hours with a minimum of 480 total clock hours**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning outside the classroom **do not count** as internship clock hours.) **Interns completing a two-semester internship must complete a minimum of 240 clock hours per semester.** (NOTE: **Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.**)
2. So that student interns can become acquainted with the methods and materials being used in your room, we suggest that they be allowed to observe a short time before actually beginning to assume responsibility for lesson planning and teaching. At first interns should be given routine tasks such as checking papers, preparing special lessons, helping with small groups, or working with individual students.
3. When you feel the student intern is ready, give the intern responsibility for teaching selected lessons. This could be done by rotating classes taught so that every area has been covered before full responsibility is assumed. Go over lesson plans with the student intern to see that everything has been well thought out. (Refer to "Suggested sequence of student teaching responsibilities" on the next page.)
4. You and the college coordinator will determine when the student intern is ready to assume complete control and teaching of the class. You decide together whether or not s/he is more comfortable with you in or out of the room. If you do not stay in the room the entire time, you should be immediately available to the student intern if the need should arise.
5. **Please set up a regular weekly conference time with the student intern so that you may discuss any problems and share ideas for improving the teaching experience.** Do not hesitate to give constructive criticism. Feedback is essential to a positive learning experience.
6. Provide the student intern with a list of students, a seating chart, a copy of the daily schedule, fire and tornado drill procedures, and a school handbook.
7. Provide a place in the classroom, such as an extra desk, where the student intern may keep her/his personal belongings and inform the intern of any special dress code that is expected.
8. Introduce the student intern to the other people in the building, including the secretary, cafeteria personnel, and custodians.
9. Acquaint the student intern with school policies as specified in the school's handbook and share the school bulletins or announcements with the student intern.
10. Include the student intern in faculty meetings, conferences, in-service, and professional meetings as much as possible. **The student intern should become a part of the total school program.**
11. Help the student intern by providing guidance through lesson planning and teaching and by giving suggestions for improvement.
12. **Contact the college coordinator if there is a question or concern regarding the student intern. Please keep a written record of intern absences, tardies, and early departures.**

Suggested Sequence of Intern Responsibilities in Placement Classroom

Secondary and K-12 Interns

Placement 1

Week	Intern Responsibilities
First two weeks of semester (August)	Observe/Assist
September	Observe/Assist/Assume full responsibility for 1 class
October	Observe/Assist/Assume another class Teach 2 classes
November	Teach 2 classes/Assume another class
December	Teach 3 classes Phase out of classes – Observe and assist

Placement 2

Week	Intern Responsibilities
January	Observe/Assist/Assume full responsibility for 1 class
February – Spring Break	Observe/Assist/Assume another class Teach 2 classes
March	Teach 2 classes/Assume another class
April	Teach 3 classes
Final week of April	Phase out of classes – Observe and assist

Suggested Sequence of Intern Responsibilities for Two-semester Internship

Elementary Education Interns

Placement 1

Week	Intern Responsibilities
Weeks 1 & 2	Observe and Assist
Weeks 3 & 4	Observe/Assist/Assume 1 subject
Week 5	Assist/Assume 2 subjects
Week 6 & 7	Teach 2 Subjects
Week 8	Teach 2 Subjects/Assume 3 subjects
Week 9	Teach 3 Subjects
Week 10	Teach 4 Subjects
Week 11	Teach All Subjects
Week 12	Teach All Subjects
Week 13	Phase out of 1 subject
Week 14	Phase out of subjects 2 & 3/ Observe and Assist
Week 15	Phase out of all subject and Observe and Assist

Placement 2

Week	Intern Responsibilities
Weeks 1 & 2	Observe and Assist
Weeks 3 & 4	Observe/Assist/Assume 1 subject
Week 5	Assist/Assume 2 subjects
Week 6 & 7	Teach 2 Subjects
Week 8	Teach 2 Subjects/Assume 3 subjects
Week 9	Teach 3 Subjects
Week 10	Teach 4 Subjects
Week 11	Teach All Subjects
Week 12	Teach All Subjects
Week 13	Phase out of 1 subject
Week 14	Phase out of subjects 2 & 3/ Observe and Assist
Week 15	Phase out of all subject and Observe and Assist

Student Intern Expectations

The student internship is an important part of the Teacher Education Program. As a guest in the school and member of a team, the student intern must assume responsibility for being professional in every way. There are several areas that require special attention.

Attendance

During the student internship, the intern is required to be in attendance every K-12 day, Monday through Friday, as scheduled. This includes, whenever possible, days and times that the mentor teacher is on duty or is participating in teacher in-service, parent-teacher conferences, professional meetings, etc.

While illness or emergencies may occur that cause an intern to be absent, all interns are expected to maintain a professionally appropriate attendance record in their internship classrooms. Most Arkansas public schools provide teachers with nine (9) sick days and two (2) personal days per year. Since we expect Lyon education interns to be prepared, positive professionals, the following attendance policy will be in effect:

- Absences will be limited to five (5) calendar days per semester. Additional absences could lead to dismissal from the program and a possible failing grade for the internship course.
- Two (2) late arrivals or early departures will count as one (1) absence.
- The student intern **must notify the mentor teacher and the college supervisor** at the earliest possible time **prior to the absence via telephone, email, Facebook, or text message.**
- Following the third absence, the intern will meet with his or her coordinator and receive a written reminder of the internship attendance policy.
- Following the fifth absence, the intern will meet with a college supervisor and the Director of Teacher Education to review the intern's continued participation in the internship.
- Failure to accurately report absences, late arrivals, or early departures may be viewed as a violation of the College's Honor Code and treated as such.
- **Interns must complete a minimum of 240 clock hours of internship participation each semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**

Schedule for Intern

Student Teacher Interns are expected to follow the schedule of the cooperating school to which they are assigned. This includes professional development, holidays, and Spring Break. Student interns are also to follow normal school day hours when making out their schedules. Generally the school day starts at 7:30-7:45 and ends at 3:30. This daily schedule may vary from school to school. Interns are expected to follow the schedule of the cooperating teacher. This includes after school meetings. **The College Supervisor must approve any change in the daily schedule.**

Dress and Grooming

The student intern is expected to follow the dress code established by the school district. As a model for young students, the student intern should be neat and well groomed. The professional appearance of the student intern will aid in identifying him/her as an authority figure. Do not eat or chew anything while teaching. Wind suits, sweats, shorts, t-shirts, flip flops and jeans **are not acceptable**. If a student intern has piercings (tongue, nose, eyebrow, and navel rings), these should be removed before going to school or school events. Tattoos should be covered by clothing.

Planning and Preparation

Careful planning and good organization are prerequisites for successful teaching. The student intern can facilitate lesson presentation by spending much preparation time in advance of actual teaching. Daily and weekly plans must be available in advance for both the mentor teacher and college supervisor to discuss.

Discipline/Classroom Management

The mentor teacher will establish a routine for classroom management and guidelines for discipline. The student intern should be conscientious about following the procedures established by the teacher. Consistency is important to maintaining a positive teaching/learning environment.

Interest in Education

Educators are often judged by the interest and enthusiasm they project. Student interns who are excited about student internship tend to motivate those with whom they work. Attendance at functions beyond the school day is often used as an indicator of interest in students as individuals. The student intern who is perceived as a warm, caring person will usually relate well to others.

Professionalism

Teaching is a profession. As a member of that profession, the student intern is expected to maintain high ethical standards. Relationships with students should be of a professional nature. The school, its personnel and students should not be discussed negatively. Statements made by school personnel, parents or teachers should be kept confidential. **The student intern needs to be flexible and open to constructive suggestions.**

As interns develop relationships with students, they should use discretion and keep a professional distance. It is **strongly** recommended that candidates not give home phone numbers and email addresses to students, nor share Facebook or other social network space with students. ALL communication with students/**minors** should be of the highest professional level.

Legal Liability

A student intern, while in the performance of his/her duties and responsibilities as a student intern, shall be legally liable for his/her own acts and conduct, and shall be afforded protection under the law, to the same extent as his/her mentor teacher(s) and other officers and employees of the school district. In the temporary absence of the mentor teacher from the classroom and while the assigned student intern is required to remain in the classroom, the pupils thereof shall be under the direct supervision and disciplinary control of the student intern.

Student Interns as Substitute Teachers

The student internship is designed to be a mentored experience in which a novice works with an experienced professional educator who serves as a role model. The use of the student teacher as a substitute jeopardizes this priority and places the student teacher in a position of assuming undue responsibility. For these reasons **student interns should not be used as substitutes** during the internship experience. When the internship is completed, students are free to place their names on the substitute list.

Use of Corporal (Physical) Punishment

In view of the legal status of student interns, no student intern from Lyon College will be allowed to administer or witness any form of corporal punishment. If any student intern should be placed in a situation where corporal punishment is being used, the punishment must be administered by a certified teacher or administrator. Violation of this policy will result in the student intern being withdrawn from student internship.

Language Habits

Student interns should remember that they are to model standard language usage. The interns' adherence to the rules of standard usage will be reflected in their overall evaluation.

Expectation of Students

Student interns should be aware that their attitudes toward and expectations of the students they teach have a strong impact on how well those students perform. Student interns should refrain from making negative statements about the students they teach.

Social Networking Sites

Facebook, Xanga, MySpace and any other social networking sites, websites, or blogs in which you participate should be reviewed for any unprofessional content. Be careful not to post content that is in violation of Lyon College policy or the policy of the school district to which you are assigned.

Suggestions to Assure Success in the Internship

1. The internship will consist of **12 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning may not be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester.**
2. Confirm your source of transportation. Have your own car or share rides with one of the other students and plan to help with expenses. Do not rely on the teachers of the district for transportation.
3. If you live on campus, confer with the Dean of Students about arrangements for students eating lunch off campus or ask for a sack lunch from the College cafeteria. Do not charge lunches at school unless that is the district policy.
4. Follow school attendance policies for certified personnel. Leave for school early. Allow time for emergencies so that you will not find yourself rushing in breathlessly at the last minute. **Be punctual.**
5. Do not ask to leave school before you are scheduled to leave unless it is absolutely essential. **Assist the classroom teacher in after-school responsibilities as appropriate.**
6. **Keep outside activities to a minimum.** Save your energy for lesson preparation and planning. Get plenty of sleep so you will have the necessary vitality.
7. Notify your mentor teacher and college supervisor when you must be absent. **(REQUIRED)**
8. Stay home when you are ill. It is not wise to expose others to unnecessary illness.
9. Prepare thorough lesson plans before you teach. Ask your mentor teacher to go over them to be sure you have done adequate planning.
10. Study carefully. **KNOW the material you will be teaching** as well as the material that precedes and follows the lesson.
11. Make your presentations as interesting as possible. Be alive. Speak with authority.
12. Adhere to the mentor teacher's expectations for his/her students.
13. Be firm, direct, and positive with students.
14. Try to attend activities that are not a part of the school day. When possible, get to know families of the students. Teaching is much more than lecturing and grading papers.
15. Use school materials sparingly.
16. TAKE YOUR WORK SERIOUSLY, BUT KEEP A SENSE OF HUMOR!

Completion of Program and Licensure

To complete the program candidates must

- successfully complete the student internship
- complete the exit interview (see questions below)
- turn in the cumulative e-portfolio
- take the appropriate Praxis II exams
- complete all coursework for graduation
- file an intent to graduate form
- make a final check with advisor and/or Director of Teacher Education to assure all requirements have been met

Obtaining a License to Teach

Each candidate completing a BA with a major or concentration in Education qualifies for a teaching license in the state of Arkansas in his or her teaching field. The license is valid for one to three years and is replaced by a five year permanent license when the Praxis III assessment is successfully completed.

Any candidate who wishes to license in another state is advised to obtain his or her Arkansas license and then apply for a license through the other state's education agency. Many states have a reciprocal agreement with Arkansas and will merely require an application in order to issue a license. Other states require applicants to meet the initial licensing requirements, including exams and/or specific course work. In these cases, the other state usually issues a temporary license (1 year) until the criteria have been met.

To obtain your Arkansas License

- Complete licensure form obtained from Director of Teacher Education
- Make sure your background check is current and has been submitted to the ADE
- Return licensure form to the Director of Teacher Education

Sample EXIT INTERVIEW Questions

1. What do you consider to be the **strongest** aspect of the Teacher Education Program?
2. What do you consider to be the **weakest** aspect of the Teacher education Program?
3. What aspect(s) of the Teacher Education program should be changed?
4. What aspects of the Teacher Education Program should not be changed?
5. What suggestions do you have for improving the Teacher Education Program?
6. Do you have any additional comments about the Teacher Education Program?

Note: You will complete an exit questionnaire online, and your licensure application will be filed after the Exit Interview is completed.

THE FRAMEWORK FOR TEACHING MODEL

The State of Arkansas has adopted Charlotte Danielson's FRAMEWORK FOR TEACHING model of supervision and evaluation to provide support to novice teachers. The outcomes of Lyon College's teacher preparation program are aligned with FRAMEWORK expectations. As a result, the Coordinator's Evaluation Form reflects the four FRAMEWORK domains.

FRAMEWORK Domain Descriptions

Domain 1: Planning and Preparation

Domain 1 describes how the teacher organizes for classroom instruction. Teachers must transform the curriculum so that it is accessible to their students. They must have a deep knowledge of the content itself and of how to design instruction that is appropriate to the diverse learners in the classroom.

Domain 2: The Classroom Environment

Domain 2 focuses on the aspects of the classroom that are conducive to learning, not as associated with the learning of any particular content, but rather as they set the stage for all learning. The classroom environment is critical to promoting learning and making the teacher's exercise of instructional skills possible.

Domain 3: Instruction

Domain 3 describes how teachers bring complex content to life for their students and engage them in learning through skillful classroom interactions, integrated assessment strategies, and teacher flexibility and responsiveness.

Domain 4: Professional Responsibilities

Domain 4 focuses on the professional dispositions associated with teaching. Teachers demonstrate their commitment to high standards through self-reflection, attention to responsibility, and strong communication and collaboration with parents and colleagues.

OVERVIEW OF FRAMEWORK DOMAINS

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Component 1b: Demonstrating Knowledge of Students

Component 1c: Setting Instructional Outcomes

Component 1d: Demonstrating Knowledge of Resources

Component 1e: Designing Coherent Instruction

Component 1f: Designing Student Assessments

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Component 2b: Establishing a Culture for Learning

Component 2c: Managing Classroom Procedures

Component 2d: Managing Student Behavior

Component 2e: Organizing Physical Space

Domain 3: Instruction

Component 3a: Communicating with Students

Component 3b: Using Questioning and Discussion Techniques

Component 3c: Engaging Students in Learning

Component 3d: Using Assessment in Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Component 4b: Maintaining Accurate Records

Component 4c: Communicating with Families

Component 4d: Participating in a Professional Community

Component 4e: Growing and Developing Professionally

Component 4f: Showing Professionalism

Grievances

Lyon College suggests that every effort be made to resolve conflict collaboratively. Occasionally, differences or disagreements can occur during the internship. Each case will be handled individually based on the specific situation. In general, when minor conflicts arise, the intern or cooperating mentor teacher is encouraged to attempt resolution in the following ways:

- Discuss your concern(s) with the individual and give him/her a couple of days to respond.
- If you are not satisfied with the response, contact the college supervisor to make an appointment for a conference to discuss the issue(s).
- If the situation is not resolved following this conference, the intern or cooperating mentor teacher may contact the Director of Teacher Education and file a formal complaint in writing. The Director of Teacher Education will respond to the complaint in writing.
- If still unsatisfied, the intern or cooperating mentor teacher may appeal to the LATEC committee for a review of the issue(s).

Unacceptable Internship Performance

The cooperating teacher should notify the Lyon coordinator as early as possible when an intern is not performing to expectations. The coordinator will work with the mentor teacher on an individual basis to specify areas that need improvement and strategies to be implemented. In general, the following options will be considered:

- The coordinator will be notified regarding the unacceptable quality of the intern's performance.
- The intern will be notified by the coordinator regarding problems that need to be addressed.
- When feasible, the coordinator, cooperating teacher, and intern will develop a teaching improvement plan (**TIP**) that includes
 - areas for improvement,
 - specific outcomes desired,
 - a timeline or specific deadlines, and
 - dates and signatures of the intern, the coordinator, and the cooperating teacher.
- A copy of this plan will be placed in the intern's file. If performance does not improve or if the intern does not agree to this plan, the intern may be dismissed from the internship.

Termination of Internship Placements

Possible causes for termination of an intern's placement may include, but are not limited to, the following concerns:

- the cooperating teacher or principal requests termination,
- unprofessional or unethical behavior by the intern in the placement setting,
- evidence of lack of sensitivity to multicultural situations in the setting,
- excessive absenteeism, tardiness, or failure to comply with established policies,
- failure to submit required lesson plans and other assignments in a timely manner,
- inappropriate interpersonal conduct with students, staff, faculty, and administrators,
- inappropriate attitude or hostility, and/or
- breach of confidentiality concerning a student.

Immediate termination may result if the safety of either the intern or any person at the partner school is compromised by the placement. A decision for immediate termination is made by the Director of Teacher Education, in consultation with the college supervisor and the appropriate personnel at the partner school. Any concerns regarding safety should be brought immediately to the attention of the college supervisor and/or the Director of Teacher Education.

Appendices

Lyon College Teacher Education Program STUDENT INTERNSHIP CONTRACT

1. I will follow the agreed upon internship schedule as determined by the education faculty and the mentor teacher. I will follow school day hours (normal start time 7:30 – 7:45 and normal end time 3:30) and be punctual in arriving at school every day.
2. I will be present every day of student internship unless an emergency or illness should occur. If I must miss a day(s) of student internship, I will notify my mentor teacher and the building principal as soon as possible and the LATEC office by 8:30 a.m. on the day of the absence. Special arrangements may be made for me to make up the time I missed.
3. In the event of any unscheduled dismissal of school, I will immediately contact my college supervisor and/or the Director of Teacher Education for instructions on what to do.
4. As a representative of Lyon College, the school and community to which I am assigned, and the teaching profession, I will present myself in a professional manner both in and out of the classroom and will observe my assigned school's codes on conduct, progress, or other rules and regulations.
5. I will confer on a regularly scheduled basis with my mentor teacher regarding planning of work, performance, progress, or other matters pertaining to my student internship.
6. I will follow the "GUIDELINES COVERING ETHICAL PRACTICES" (K.S.A. 72-514), attached hereto.

I have read, and do understand, and agree to the above contract. I understand that a violation of any terms of this contract could result in my dismissal from student internship.

Signature of Intern:	Date:
Signature of Lyon Coordinator	Date:
Cooperating Teacher Signature:	Date:
Cooperating Teacher Signature:	Date:
Cooperating Principal Signature:	Date:

Guidelines Covering Ethical Practices

(Attachment to Student Internship Contract)

These guidelines reflect the generally accepted ethical practices relating to the educator's profession.

- (a) Educators in the performance of their professional duties shall be accountable for using the current scientific knowledge available concerning their profession.
- (b) Educators shall recognize basic dignities of all individuals with whom they interact in the performance of their professional duties.
- (c) Educators in the performance of their professional duties shall exercise due care to protect the mental and physical safety of students, colleagues, and subordinates for whom they are responsible.
- (d) Educators in the performance of their professional duties shall be accountable for maintaining their integrity and shall avoid accepting anything of value offered by another which is known to be or which may appear to be for the purpose of influencing their professional judgments.
- (e) Educators in the performance of their professional duties shall accurately represent their professional qualifications.
- (f) Educators in the performance of their professional duties shall be responsible to present any subject matter in a comprehensive, accurate and objective matter.
- (g) Educators in the performance of their professional duties shall extend to students the opportunity for individual action in pursuit of learning and shall take steps to ensure that the students shall have access to varying points of view unless there is just cause to act otherwise.
- (h) Educators, while performing their professional duties, shall take steps to ensure that their actions (or that of another on their behalf,) are not made with specific intent of advancing private economic interests. Private economic interests shall not be construed as including fair remuneration for professional services.
- (i) Educators in the performance of their professional duties shall keep in confidence such information as they may secure unless disclosure serves professional purposes or is required by law.
- (j) Educators shall not use their professional position, or public property, or intentionally permit another person to use an educators' professional position or public property for which the educator is responsible, for partisan political, or sectarian religious purposes, except that this shall in no way limit their constitutional or legally protected right as a citizen.
- (k) Educators in the performance of their professional duties shall direct persons to carry out only professional functions for which they are qualified.
- (l) Educators shall always keep in mind that the educational institutions and the profession itself exist for the student and not the student for the profession.

(Adapted from K.S.A. 72-514; effective January 1, 1972)

Sample Student Internship Schedule

For both the fall and spring semester interns will provide an electronic copy of their intern schedule to their instructor. This should include times at the intern placement and times in class on campus. Schedule should be typed, in chart form, or in an easy to read and understand format.

Example Intern Schedule to give college supervisor:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00		7:30 – 2:30		7:30 – 2:30	7:30 – 3
9:00 – 10:00	Lyon Class	Internship at Eagle Mtn.	Lyon Class	Internship at Eagle Mtn.	Internship at Eagle Mtn.
10:00 – 11:00	10 - 3		10 - 3		
11:00 – 12:00	Internship at Eagle Mtn.		Internship at Eagle Mtn.		
12:00 – 1:00					
1:00 – 2:00					
2:00 – 3:00		Lyon Class		Lyon Class	
3:00 – 4:00			Lyon Class		
4:00 – 5:00	Lyon Class 4 – 5:30		Lyon Class 4 – 5:30		
5:00 – 6:00					

Lyon College Lesson Plan Template

Based on Charlotte Danielson's Framework for Teaching

Intern Version

Name:	Date:
School:	Mentor:
Content area:	Grade level(s):
Expected Lesson Duration (1e: Designing Coherent Instruction): State the approximate time frame for this lesson.	
Lesson Overview: (1a: Demonstrating Knowledge of Content & Pedagogy) Provide a brief overview of the lesson. The overview should provide the observer with a description of the lesson's content and how it relates to the larger unit. Include prerequisite knowledge required to meet lesson outcomes and relationship to future learning.	
Interdisciplinary Connections: (1a: Demonstrating Knowledge of Content & Pedagogy) Provide a listing of the subject area(s), in addition to the primary subject area that is incorporated in this lesson.	
Essential Questions: (1a: Demonstrating Knowledge of Content & Pedagogy) Include questions that require students to think deeply and critically, to make meaningful connections to prior learning and relevant personal experiences, to support their ideas with credible evidence, and to transfer learning and skills to other contexts.	
Arkansas Curriculum Standards Alignment: (1c: Setting Instructional Goals) Include codes and expectations.	
Academic Objectives/Instructional Outcomes: (1c: Setting Instructional Goals) State the concept, knowledge, skill, or application students will demonstrate upon lesson completion.	
Social/Emotional/Behavioral Objectives: (1c: Setting Instructional Goals) State the intra- and interpersonal skills students will demonstrate upon lesson completion.	
Relationship to Unit Structure: (1e: Designing Coherent Instruction) How does this lesson support the unit goals / enduring understandings? How does this lesson build on the previous lesson in this instructional sequence? How does this lesson support the next lesson in this instructional sequence?	
Class Information: (1b: Knowledge of students) Describe any unique characteristics of the class (considerations may include: special needs, language levels, learning styles, etc.). Describe how other adults (paraprofessionals, volunteers, co-teachers, resource teachers, etc.) will support student learning, if applicable. Also include any other circumstances an observer should know about.	
Relevance/Rationale: (1b: Knowledge of students) Consider how your outcomes and plan will engage students cognitively and build understanding. Why are the lesson outcomes important in the real world? How is this lesson relevant to students in this class (interests, cultural heritages, needs)?	
Grouping Strategy: (1e: Designing Coherent Instruction) Describe how you will group students to facilitate learning of the outcomes of this lesson. What is the rationale for the grouping strategy?	
Technologies and Other Materials /Resources: (1d: Demonstrating Knowledge of Resources) List all materials, handouts, resources, and technology tools that are needed by the student or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).	

Methods and Instructional Strategies: (1a: Demonstrating Knowledge of Content & Pedagogy)	
Concept Prerequisites: List all key concepts and vocabulary necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.	
Set/Introduction: Explain how you will inform students about the lesson goals/expectations and engage them in the lesson. Include details about prompts, activities, or other "bell-ringer" strategies.	
Instructional Activities: Includes questioning techniques, grouping strategies, pedagogical approaches. Attach samples of questions, activities, etc. to be used in instruction. Include estimations of time needed for each segment of the lesson.	
Synthesis/Closure: Explain how you will reinforce student learning at the close of the lesson.	
Differentiation According to Student Needs: (1b: Demonstrating Knowledge of Students) Address diverse student needs including students with an IEP or 504, cultural linguistic needs. Describe accommodations/modifications to be used.	
Assessment (Formative and Summative): (1f: Assessing Student Learning) Describe how and when you will evaluate student learning and explain your rationale. Attach sample questions, tests, rubrics, or other instruments to be used.	

Self-Evaluation and Reflection after Teaching

<p>Did you depart from your plans in anyway? If so, why?</p>
<p>Did your students meet the learning goals planned for this lesson? Use the data from your evaluation results to provide evidence that demonstrates the degree to which the students achieved the learning objectives. <i>Attach 3 graded student work samples that illustrate the range of mastery demonstrated by your students – low, mid-range, and high.</i></p>
<p>Based on the evidence described above and reflection on today's experience, what steps will you take to improve your future teaching?</p>
<p>What do you consider to be your strengths and weaknesses in regard to teaching this lesson? If you were going to teach this class again to the same group of students, what would you do differently and what would you do the same?</p>
<p>Identify an individual or group of students who had difficulty in today's lesson. To what do you attribute this performance? How will/would you help this (these) student(s) achieve the learning goals? Be specific.</p>
<p>Identify an individual or group of students who did especially well with this lesson today. To what do you attribute this performance?</p>
<p>Describe any action(s) you have taken to inform parents about lesson content and expectations and/or students' performance on lesson assessments. If you have not communicated with parents, in what ways could or should you have done so? <i>Please attach a copy of any artifacts (note, letter, newsletter, etc.) that demonstrate communication with parents.</i></p>
<p>Please add any other comments, reactions, or questions about this lesson. For example, is there anything that you felt particularly good, frustrated, or confused about?</p>

Class Profile

Your Name:

School:

Mentor Teacher's Name:

Grade/Subject:

Please answer the following questions about student exceptionalities.

How many total students are in the class?	
How many male students?	
How many female students?	
What is the student's age range?	
How many students are English Language Proficient?	
How many students are limited English Language Proficient?	
How many students are blind or visually impaired	
How many are deaf or hearing impaired?	
How many are developmentally disabled?	
How many are emotionally or behaviorally disabled?	
How many are gifted?	
How many are learning disabled?	
How many are physically disabled?	
Other? (please specify)	

With respect to the following categories, how would you describe your students?

How many students are American Indian or Alaska Native?	
Asian?	
Black or African American?	
Hispanic or Latino?	
Native Hawaiian or Other Pacific Islander?	
White?	
Other (please specify)	

Please answer the following questions to the best of your ability concerning the class in which you are either an observer or a student intern.

- 1. How do you become familiar with what your students already know, in terms of both skills and cultural resources they bring to a classroom? Why is it important to become familiar with what your students already know? Give some specific examples.**
- 2. How do you (or the teacher in this classroom) communicate with parents or guardians of students in this class?**
- 3. Is there anything about the learning environment that you think might affect your students or scheduled observations? (e.g. construction going on) If so please note here and/or on individual lesson plans turned in to observer.**
- 4. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during observed lessons?**
- 5. Are there any special circumstances that the observer needs to be aware of in order to understand what will occur during scheduled observations.**
- 6. When you need assistance with your teaching skills or when you have difficulties with a student(s), with whom do you talk?**
- 7. How do you coordinate learning activities with other colleagues?**
- 8. How do you coordinate learning activities with your supervising teacher?**
- 9. Please attach a sketch of the arrangement of the instructional space for your classroom.**
- 10. Please attach a seating chart with the students' names or a list of students for the class to be observed.**

Lyon College Intern Evaluation

Adapted from Charlotte Danielson's Framework for Teaching

Name:

School:

Date:

Mentor:

Subject:

Grade:

Lyon Supervisor:

Performance Ratings

Ineffective/ Not Addressed	Basic/ Needs Growth	Above Basic	Developing	Nearing Proficient	Proficient	Points Earned
0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Displays knowledge of content and the structure of the discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays knowledge of prerequisite relationships among topics and concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays knowledge of content-related pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Component 1b: Demonstrating Knowledge of Students

Displays knowledge of child and adolescent development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays knowledge of how students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays knowledge of students' interests and cultural heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays knowledge of students' special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1c: Setting Instructional Outcomes							
Outcomes represent appropriate expectations, rigor, alignment, and sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcomes are clearly written in terms of student learning and are measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcomes reflect different types of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcomes are suitable for diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1d: Demonstrating Knowledge of Resources							
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays awareness of resources that may enhance content and pedagogical knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays awareness of resources for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1e: Designing Coherent Instruction							
Learning activities are appropriate to students and support learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Materials to be used are appropriate to students and support learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Grouping is appropriate to students' needs and supports learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson is coherent and well organized and pacing is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 1f: Designing Student Assessments							
Assessment strategy is aligned with learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment criteria and standards are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment strategy includes formative evaluation methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Considers how assessment results may be used to plan for future lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Subtotal - Domain 1						0
DOMAIN 2: THE CLASSROOM ENVIRONMENT							
Component 2a: Creating an Environment of Respect and Rapport							
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student interactions with each other are generally polite and mutually respectful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2b: Establishing a Culture for Learning							
Displays enthusiasm for content and students recognize its value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Students accept teacher's high expectations and take pride in their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2c: Managing Classroom Procedures							
Instructional groups are well organized and productive with minimal supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transitions are smooth with minimal loss of instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilizes resources with minimal loss of instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Manages non-instructional duties efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 2d: Managing Student Behavior							
Standards of conduct are clear to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is alert and responsive to student behavior at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Subtotal - Domain 2						0
DOMAIN 3: INSTRUCTION							
Component 3a: Communicating with Students							
Purpose for the lesson is clear, and connections to broader learning are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clearly explains directions and procedures to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Explains content in a way that is appropriate to students and connects to previous knowledge and experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3b: Using Questioning and Discussion Techniques							
Most questions require higher order thinking, and adequate wait time is allowed for student responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates discussion among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attempts to engage all students in the discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3c: Engaging Students in Learning							
Activities and assignments are appropriate to students and engage them in exploring content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional grouping is appropriate to students and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Materials and resources engage students in attaining instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structure and pacing of activities are appropriate to students and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3d: Using Assessment in Instruction							
Assessment criteria and performance standards are understood by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitors student progress during the lesson and adjusts as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Feedback to students is timely and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Students use assessment criteria and performance standards to assess their own work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 3e: Demonstrating Flexibility and Responsiveness							
Makes adjustments to plan as needed with minimal disruption to lesson flow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responds appropriately to students' questions and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Seeks strategies for working successfully with students who are having difficulty learning content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Subtotal - Domain 3						0
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES							
Component 4a: Reflecting on Teaching							
Assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Describes what he/she will try next time as a result of this experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4c: Communicating with Families							
Provides information to families about the instructional program as appropriate and possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the importance of communicating with families about students' progress and is available to discuss concerns as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Component 4d: Participating in a Professional Community							

Evidence of Proficiency:

Action Items:

Appendix G

INTERN WEEKLY REPORT FORM

Intern Name:

Mentor Name:

Weekly Conference Date:

List of intern responsibilities for this week:

Total hours for the week:

Scheduled time missed – provide dates and indicate whether absence was a full day (F) or a partial day (P) AND give reason for absence:

Intern goal(s) for next week:

Mentor comments:

Mentor signature: _____

Appendix H



Contact Information Form	
Name:	
Address:	
Home Phone:	
Alternate Phone:	
School Phone:	
Preferred Email:	

Please check all that apply.

I prefer to be contacted by:

- ☐ Email
- ☐ Cell phone
 - ☐ I do allow text messages.
 - ☐ I do not allow text messages.
- ☐ School phone
- ☐ Home phone
- ☐ School visit
- ☐ Any of the above marked methods are fine.

Please only contact me by phone between the hours of ____ a.m. and ____ p.m.

- ☐ I do check email frequently.
- ☐ I do not check email frequently.

Other Comments:

2010 Mentor FINAL Eval of Intern and Program

1. Evaluate Lyon's Teacher Education Program

Colleagues –

Thank you for your willingness to host a Lyon College student intern. Your role in developing future educators is both significant and influential. As a small token of our very great appreciation, you will soon receive a modest honorarium in the mail. However, in order to process it, you will need to fill out and return this information. We are asking for your impressions of our teacher preparation program. We are striving to make improvements to our program and value your feedback!

Again, please accept our deepest appreciation for your collaboration with our teacher preparation program.

Sincerely,

Kathy Price, Ed.D.
Director of Teacher Education

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS AND COMMENT ON THEM AS YOU CHOOSE. ALL INFORMATION WILL BE USED TO IMPROVE THE PROGRAM AND WILL BE TREATED CONFIDENTIALLY.

*** 1. Please provide the following contact information:**

Name:
School:
Address:
Address 2:
City/Town:
State:
ZIP:

2. My overall rating of my experience THIS YEAR with Lyon's Teacher Education program was:

- ☐ A. Excellent
☐ B. Good
☐ C. Fair
☐ D. Poor

3. The material I received to assist me was well organized and presented clearly and I was given contact information and knew exactly how to contact the Lyon College Faculty representative with whom I worked.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

2010 Mentor FINAL Eval of Intern and Program

4. Discussions and interactions between a Lyon Teacher Education faculty member and myself were encouraged and facilitated effectively, and I was given advice, feedback, or assistance in a timely manner if requested.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

5. I felt respected by the Lyon College Faculty Member.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

6. I would consider working with Lyon College teacher education students again in the future.

- ☐ A. Yes
☐ B. No
☐ C. Somewhat or not sure

7. I felt the Lyon College Faculty member visited the student intern and/or my classroom

- ☐ A. about the right number of times
☐ B. Too frequently
☐ C. Not enough

8. Please comment on what you consider to be the STRONGEST aspect of Lyon's Teacher Education program:

9. Please comment on what you consider to be the WEAKEST aspect of Lyon's Teacher Education program:

10. Do you have any additional comments or suggestions for changes that could improve the Lyon Teacher Education program?

Mentor Teacher Final Evaluation of Intern

Adapted from Charlotte Danielson's Framework for Teaching

Name:	School:	Date:					
Mentor Teacher:	Grade:	Subject:					
Lyon Supervisor:							
DOMAIN 1: PLANNING AND PREPARATION							
Component 1a: Demonstrating Knowledge of Content and Pedagogy	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Displays knowledge of content and the structure of the discipline.							
Displays knowledge of prerequisite relationships among topics and concepts.							
Displays knowledge of content-related pedagogy.							
Component 1b: Demonstrating Knowledge of Students	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Displays knowledge of child and adolescent development.							
Displays knowledge of how students learn.							
Displays understanding of the importance of knowing students' skills, knowledge, and language proficiency.							
Displays knowledge of students' interests and cultural heritage.							
Displays knowledge of students' special needs.							
Component 1c: Setting Instructional Outcomes	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points

Outcomes represent appropriate expectations, rigor, alignment, and sequence.							
Outcomes are clearly written in terms of student learning and are measurable.							
Outcomes reflect different types of learning.							
Outcomes are suitable for diverse learners.							
Component 1d: Demonstrating Knowledge of Resources	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Displays awareness of resources available in the school or district and some knowledge of those available through external sources.							
Displays awareness of resources that may enhance content and pedagogical knowledge.							
Displays awareness of resources for students.							
Component 1e: Designing Coherent Instruction	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Learning activities are appropriate to students and support learning outcomes.							
Materials to be used are appropriate to students and support learning outcomes.							
Grouping is appropriate to students' needs and supports learning outcomes.							
Lesson is coherent and well organized and pacing is appropriate.							
Component 1f: Designing Student Assessments	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Assessment strategy is aligned with learning outcomes.							
Assessment criteria and standards are clear.							

Assessment strategy includes formative evaluation methods.							
Considers how assessment results may be used to plan for future lessons.							
DOMAIN 2: THE CLASSROOM ENVIRONMENT							
Component 2a: Creating an Environment of Respect and Rapport	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Teacher-student interactions are mutually friendly and respectful and are appropriate to the age and cultures of the students.							
Student interactions with each other are generally polite and mutually respectful.							

Component 2b: Establishing a Culture for Learning	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Displays enthusiasm for content and students recognize its value.							
Displays high expectations for students through instructional outcomes, activities, assignments, and classroom interactions.							
Students accept teacher's high expectations and take pride in their work.							
Component 2c: Managing Classroom Procedures	Ineffective/ Not Addressed	Basic/ Needs Growth	Above Basic	Developing	Nearing Proficient	Proficient	Points

	0 pts.	1 pt.	1.5 pts.	2 pts.	2.5 pts.	3 pts.	
Instructional groups are well organized and productive with minimal supervision.							
Transitions are smooth with minimal loss of instructional time.							
Utilizes resources with minimal loss of instructional time.							
Manages non-instructional duties efficiently.							
Component 2d: Managing Student Behavior	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Standards of conduct are clear to all students.							
Is alert and responsive to student behavior at all times.							
Response to misbehavior is appropriate to students and respects the dignity of students, or student behavior is generally appropriate.							
DOMAIN 3: INSTRUCTION							
Component 3a: Communicating with Students	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Teacher's purpose for the lesson is clear, and connections to broader learning are clear.							
Clearly explains directions and procedures to students.							
Explains content in a way that is appropriate to students and connects to previous knowledge and experience.							
Speaks clearly and correctly, and vocabulary is appropriate to students' ages and interests.							
Component 3b: Using Questioning and Discussion Techniques	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points

Most teacher questions require higher order thinking, and adequate wait time is allowed for student responses.							
Facilitates discussion among students.							
Attempts to engage all students in the discussion.							
Component 3c: Engaging Students in Learning	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Activities and assignments are appropriate to students and engage them in exploring content.							
Instructional grouping is appropriate to students and instructional goals.							
Materials and resources engage students in attaining instructional goals.							
Structure and pacing of activities are appropriate to students and goals.							
Component 3d: Using Assessment in Instruction	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Assessment criteria and performance standards are understood by students.							
Monitors student progress during the lesson and adjusts as needed.							
Teacher feedback to students is timely and appropriate.							
Students use assessment criteria and performance standards to assess their own work.							
Component 3e: Demonstrating Flexibility and Responsiveness	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Makes adjustments to plan as needed with minimal disruption to lesson flow.							

Responds appropriately to students' questions and interests.							
Seeks strategies for working successfully with students who are having difficulty learning content.							
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES							
Component 4a: Reflecting on Teaching	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Assesses with some accuracy the effectiveness of the lesson and progress toward achieving instructional goals, citing evidence.							
Describes what he/she will try next time as a result of this experience.							
Component 4b: Maintaining Accurate Records	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
System for maintaining a record of student completion of assignments is effective.							
System for maintaining a record of student progress on learning goals is effective.							
System for maintaining a record of non-instructional activities is effective.							
Component 4c: Communicating with Families	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Provides information to families about the instructional program.							
Communicates with families regularly about students' progress and is available to discuss concerns as needed.							

Tries to engage families in the instructional program as appropriate.							
Component 4d: Participating in a Professional Community	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Relationships with colleagues are mutually supportive and cooperative.							
Is an active participant in a culture of professional inquiry.							
Volunteers to participate in school events and/or in school and district projects.							
Component 4e: Growing and Developing Professionally	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Seeks to improve content knowledge and pedagogical skills.							
Welcomes feedback from colleagues and peers.							
Participates in assisting other educators.							
Component 4f: Showing Professionalism	Ineffective/ Not Addressed 0 pts.	Basic/ Needs Growth 1 pt.	Above Basic 1.5 pts.	Developing 2 pts.	Nearing Proficient 2.5 pts.	Proficient 3 pts.	Points
Displays high standards of honesty, integrity, and confidentiality in interactions.							
Displays a desire to serve students.							
Works to ensure that all students have a fair opportunity to succeed.							
Maintains an open mind.							
Complies fully with school and district regulations.							
Comments:					Domain 1		

	Domain 2	
	Domain 3	
	Domain 4	
	TOTAL POINTS	

Recommendation Form for 2011-12 Internship

1. Lyon College Teacher Education Applicant Information

* 1. Name of applicant:

2. Candidate Rating

You have been asked to provide a recommendation for a student who is applying for admission to the Lyon College Teacher Education Program. Please complete this form by checking the appropriate box for each statement that follows.

* 2. THIS CANDIDATE . . .

	Satisfactory for teaching	Should be reviewed	Should NOT teach	No opportunity to observe
demonstrates proficiency in reading, writing, speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates intellectual ability in a liberal arts major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrates skills in organization, planning, and time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
displays enthusiasm for the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is committed to lifelong learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will utilize research, reflection, and assessment to improve teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will respect, accept, and support ALL students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will utilize technology as an instructional tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appreciates the need for effective communication and is able to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be willing to collaborate effectively with colleagues in cooperative teaching/learning teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will be willing to use a variety of teaching/learning strategies at the appropriate developmental level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will strive to create and maintain a positive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Additional Comments:

Recommendation Form for 2011-12 Internship

3. Summary Recommendation

*** 4. Based on your knowledge of the candidate in a general sense, please indicate your evaluation of his/her suitability for admission to the Lyon College Teacher Education Program by checking the appropriate statement below.**

☐ I recommend this candidate without reservations.

☐ I recommend this candidate with reservations.

☐ I do not recommend this candidate

*** 5. Please provide the following information about yourself.**

Name:

Title/Position:

How long have you known
this applicant?

Email address or phone
number

Arkansas ACT 703

The Arkansas State Legislature recently passed ACT 703 in the 86th General Assembly which makes teachers responsible for reporting child abuse even more directly than in the past.

These are the portions of the ACT that affect teacher education. All teachers need to be aware of their responsibility to protect children and youth. You are a mandated reporter.

SECTION 3. Arkansas Code Title 6, Chapter 61, Subtitle 1 is amended to add an additional section to read as follows:

6-21-131. Training for mandatory reporters.

For each degree program at an institution of higher learning in this state that is a prerequisite for licensure or certification in a profession in which the professional is a child maltreatment mandated reporter under the Child Maltreatment Act, § 12-1-2-501 et seq., the Department of Higher Education shall coordinate with all the higher education institutions to ensure that before receiving a degree each graduate receives, including without limitation, training in:

- (1) Recognizing the signs and symptoms of child abuse and neglect;
- (2) The legal requirements of the Child Maltreatment Act, §12-1-2-501 et seq., and the duties of mandated reporters under the act; and
- (3) Methods for managing disclosures regarding child victims.

SECTION 9. Arkansas Code § 12-12-507(b), concerning reports of 36 suspected abuse or neglect, is amended to read as follows:

- (1) When any individual listed in subdivision (b)(4) of this section has reasonable cause to suspect that a child has been subjected to child maltreatment or has died as a result of child maltreatment or observes a child being subjected to conditions or circumstances that would reasonably result in child maltreatment, he or she shall immediately notify the child abuse hotline by telephone call, facsimile transmission, or online reporting.
- (2) The Child Abuse Hotline shall review the information received under subdivision of this section to determine if the information rises to the minimum standards for investigation under this subchapter.
- (3) (A) Facsimile transmission and online reporting may be used in non-emergency situations by an identified reporter who provides the following contact information:
 - (i) Name and phone number; and
 - (ii) In the case of online reporting, the email address of the identified reporter.

(B) The hotline shall provide confirmation of the receipt of a facsimile transmission via a return facsimile transmission or via online receipt.

(C) A mandated reporter who wishes to remain anonymous shall make the report through the child abuse hot line toll-free telephone system.
- (4) **The following individuals are mandated reporters under this subsection:**

- (1) Any child care worker or foster care worker;
- (2) A coroner;
- (3) A day care center worker;
- (4) A dentist;
- (5) A dental hygienist;
- (6) A domestic abuse advocate;
- (7) A domestic violence shelter employee;
- (8) A domestic violence shelter volunteer;
- (9) An employee of the Department of Health and Human Services;
- (10) An employee working under contract for the Division of Youth Services of the Department of Health and Human Services;
- (11) Any foster parent;
- (12) A judge;
- (13) A law enforcement official;
- (14) A licensed nurse;
- (15) Any medical personnel who may be engaged in the admission, examination, care, or treatment of persons;
- (16) A mental health professional;
- (17) An osteopath;
- (18) A peace officer;
- (19) A physician;
- (20) A prosecuting attorney;
- (21) A resident intern;
- (22) A school counselor;
- (23) A school official;
- (24) A social worker;
- (25) A surgeon;
- (26) A teacher;

SECTION 10. Arkansas Code § 12-12-507(c), concerning prohibitions on interference with reports of child abuse, is amended to read as follows:

- (1) No privilege or contract shall prevent anyone from reporting child maltreatment when he or she is a mandated reporter as required by this section.
- (2) No school, Head Start program, or day care facility shall prohibit an employee or volunteer from directly reporting child maltreatment to the child abuse hotline.
- (3) No school, Head Start program, or day care facility shall require an employee or volunteer to obtain permission or notify any person, including an employee or supervisor, before reporting child maltreatment to the child abuse hotline.

SECTION 13. Arkansas Code Title 16, Chapter 10, Subchapter 1 is amended to add an additional section to read as follows:

16-10-138. Mandatory reporter training.

- (a) The Administrative Office of the Courts shall develop a web based curriculum concerning mandatory reporter training that will include without limitation:

- (1) The signs and symptoms of abuse;
- (2) Training on the specifics that are required to be reported under law and rules; and
- (3) The managing of disclosures.

(b) The Department of Health and Human Services shall serve as the host for the web based curriculum developed by the Administrative Office of the Courts.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
July, 2014

1.00 Title

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

- 2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, 25-15-201 et seq., and Acts 454 and 1323 of 2013.
- 2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.
- 3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing standards of ethical conduct, the Code of Ethics promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

- 4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the Code of Ethics, procedures, and recommendations for enforcement.
- 4.02 A building-level administrator in an Arkansas public school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an

educator has violated Standard 1 of the Code of Ethics involving the sexual abuse of a student.

- 4.03 The failure to submit an ethics complaint under Section 4.02 of these rules is a violation of the Code of Ethics.

5.00 Definitions

- 5.01 **Acted upon** means that the State Board of Education has taken an action to address an ethics complaint by revoking, suspending, or imposing another sanction upon an educator's license.
- 5.02 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code of Ethics as set forth in these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)
- 5.03 **Code of Ethics** means the Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.
- 5.04 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- 5.05 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 5.06 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
- 5.07 **Educator** means a person holding a valid license issued by the State Board of Education.
- 5.08 **Educator in a supervisory role in an Arkansas school** means an educator, as defined in these rules, who as a part of his or her primary employment duties is

responsible for the supervision of other licensed educators employed in any public school, open enrollment public charter school, virtual school, education service cooperative, or private school in Arkansas serving students in any of grades pre-K through 12.

- 5.09 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the Code of Ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.
- 5.10 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics complaint if it finds there is no ethics violation.
- 5.11 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to follow the instructions of a supervisor would result in an adverse job action against the educator.
- 5.12 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.
- 5.13 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator, at the educator's expense, submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Ethics Subcommittee may recommend the length of the monitoring period to the State Board of Education.
- 5.14 **Pre-kindergarten** means an early childhood education program that serves students from birth to enrollment in kindergarten.

- 5.15 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.
- 5.16 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.
- 5.17 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.
- 5.18 **Public Information** for the purpose of these rules is information coming from news media or public record.
- 5.19 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code of Ethics as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.
- 5.20 **Received** means the date the ethics complaint was presented to the Ethics Subcommittee for authorization of an investigation.
- 5.21 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.

- 5.22 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.
- 5.23 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.
- 5.24 **School hiring official** means the person designated by a school who is responsible for hiring or making final recommendations for the hiring of an educator who holds an Arkansas teaching or administrator's license.
- 5.25 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent- teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.
- 5.26 **Sexual abuse** has the same meaning as given to the term in Ark. Code Ann. § 12-18-103(18)(D) as it applies to a caretaker, but shall include a victim who is younger than twenty-one (21) years of age and is still a student.
- 5.27 **Student** is any individual enrolled in the state's public or private schools from pre-kindergarten through grade 12.
- 5.28 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.
- 5.29 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.
- 5.30 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.
- 5.31 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

- 6.01 Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.
- 6.02 Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.
- 6.03 Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.
- 6.04 Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.
- 6.05 Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.
- 6.06 Standard 6: An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.
- 6.07 Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.
- 6.08 Standard 8: An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

7.00 Recommended Disciplinary Action

- 7.01 The Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the

educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

- 7.01.1 An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.
 - 7.01.2 Following an evidentiary hearing before the Ethics Subcommittee, the Ethics Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.
 - 7.01.3 A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.
 - 7.01.4 Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.
 - 7.01.5 Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.
 - 7.02 An individual whose license has been revoked, nonrenewed, or suspended may not serve as a volunteer or be employed as an educator, consultant, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position with a school district, open enrollment public charter school, or education service cooperative during the period of his or her revocation, suspension or nonrenewal for a violation of the Arkansas Code of Ethics for Educators.
 - 7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.
 - 7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.
- 8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations**
- 8.01 In considering and investigating complaints brought before it, the Ethics Subcommittee shall follow the procedures set forth in *Appendix A* to these

rules, which are hereby fully incorporated into these rules as if fully set forth herein.

- 8.02 With the exception of a private letter of caution, all recommendations of the Ethics Subcommittee are presented to the State Board of Education. The State Board of Education may approve, reject, or modify a recommendation of the Ethics Subcommittee, and may refer a case back to the Ethics Subcommittee for further consideration or for an evidentiary hearing.
- 8.03 The State Board, in making its determination on the recommendation of the Ethics Subcommittee, may require the testimony of the educator against whom the Ethics Subcommittee has recommended a sanction.

9.00 Fines and Fees

- 9.01 The State Board, for violations of the Code of Ethics in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:
 - 9.01.1 May impose fines up to the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
 - 9.01.2 May impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.
 - 9.01.3 Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.
- 9.02 An educator shall pay a fine imposed by the State Board within ninety (90) days of the State Board's final order.
- 9.03 Failure to pay fines and fees may result in the Ethics Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

- 10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Educator Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

- 10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Educator Licensure but are not posted in its electronic database. The Office of Educator Licensure will report reprimands or warnings if requested.
- 10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.
- 10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.
- 10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

11.0 Mandatory Filing of Allegation and Ethics Violations Review

- 11.01 An educator in a supervisory role in an Arkansas school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an educator has violated Standard 1 involving the sexual abuse of a student.
- 11.02 The failure to submit an ethics complaint under this section is a violation of Standard 3.
- 11.03 Before an educator who holds an Arkansas teaching license or administrator's license may be hired for employment at an Arkansas school, the school hiring officer shall check the Arkansas Educator Licensure System (AELS) of the Department of Education to determine whether the State Board of Education has acted upon a violation of Standard 1 involving the sexual abuse of a student by the applicant.

Addendum

The following evaluation forms are for the candidate's specialized area of content and will be used 1 or 2 times during the senior internship in addition to the regular evaluation component.

Student Internship Secondary Math Evaluation – NCTM Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
Content presented was mathematically correct. NCTM: 9,10, 11, 12, 13, 14,15 depending on the lesson being taught				
Strategies and/or manipulatives used were appropriate for the content. NCTM: 3,4				
Technology was used appropriately as a tool to enhance the conceptual understanding. NCTM: 6				
Candidate/intern answered student questions with confidence that demonstrates he/she knows the mathematics to respond accurately and appropriately. NCTM: 7,8				

Additional Comments/Concerns/Recommendations:

Student Internship Secondary Social Studies Evaluation – NCSS Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
This candidate presented content that was factually correct and consistent with professionally acceptable methodology. NCSS: 1.1 – 1.10				
The candidate used strategies that were appropriate for the content, and communicated both factual accuracy and meaning. NCSS: 3.1, 3.2				
The candidate utilized technology appropriately as a tool to enhance the conceptual understanding. NCSS: 3.1, 3.2				
The candidate/intern answered student questions with confidence that demonstrates he/she knows the Social Studies content to respond accurately and appropriately. NCSS: 1.1 – 1.10, 3.1				

Additional Comments/Concerns/Recommendations:

Student Internship Secondary English/Language Arts Evaluation – NCTE Standards

Criteria	Target/3 Performing at the level of an independent beginning teacher	Acceptable/2 Intern needs only modest assistance from mentor teacher	Unacceptable/1 Intern requires growth and practice in this area; Needs more than modest assistance.	Evidence
This candidate presented content that was factually correct and consistent with professionally acceptable methodology. NCTE: 3.0 and 4.0 and subsequent sub-standards depending on content taught				
The candidate used strategies that were appropriate for the content. NCTE 2.0 and 3.0 and subsequent sub-standards depending on lesson taught.				
The candidate utilized technology appropriately as a tool to enhance the conceptual understanding. NCTE: 4.1				
The candidate/intern answers student questions with confidence that demonstrates he/she knows the content to respond accurately and appropriately. NCTE: 3.0 and subsequent sub-standards depending on lesson taught.				

Additional Comments/Concerns/Recommendations: